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The first part of the article briefly discusses the means of motivating teenage students to write a successful research paper. Suggestions focus on encouraging students to choose topics dealing with the adolescent social and psychological problems which vitally concern them. The major portion of the article consists of "An Annotated Bibliography of Adolescent Psychology" and "An Annotated Bibliography of Popular Literature on Adolescence," both of which are offered as a means of "whetting student appetites" for research. (BN)

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A SUCCESSFUL RESEARCH PAPER FOR COLLEGE FRESHMEN

What are the sex mores of teen-agers?

How can I emancipate myself from my parents?

What's the latest in teen-age slang?

Why do teen-agers take drugs?

What positive contributions have teen-agers made to society?

Are teen-agers religious?

These questions are asked by teen-agers throughout the country. They are based on the emotional, social, physical, moral, and ethical problems that *all* teen-agers have before they become mature adults.

Instructors may "whet the appetites" of their students by the recommendation of bibliographies on adolescent psychology and on popular literature on adolescence, which follow this report. One of the best references is *Adolescent Behavior in Urban Areas: A Bibliographic Review and Discussion of the Literature*, published by the Bureau of Research and Publications, Michigan State University, East Lansing, Michigan, 1962.

Some suggested magazine sources are the following: *Ladies' Home Journal, Parents' Magazine, McCall's, Time, Woman's Day Family Circle, Playboy, Seventeen, Redbook, Newsweek, Glamour, Ingenue, Look, Life, New York Times Magazine Section, Woman's Home Companion, American Sociological Review, Journal of Educational Psychology, Personnel and Guidance Journal, Marriage and Family Living, Journal of Higher Education, and Mademoiselle.*

By means of class discussions, instructors of Freshman English can aid their students to verbalize some of the solutions to these various teen-age problems that relate so well to their everyday lives. The following are typical titles about which students prefer to write: Teen-agers' Language, Teen-agers and Gangs, Teen-agers' Conformity, Teen-agers' Fads, Teen-agers and Suicides, Teen-agers' Dating Habits, Teen-agers' Morals, Teen-agers and Marriage, Teen-agers' Religious Attitudes, Teen-agers' Delinquency and Vandalism, Teen-agers' Positive Contributions to Society, Teen-agers' Sex Mores, Teen-agers' Goals in Life, Teen-agers and Their Successes and/or Failures in High School and/or in College, The Mental Health of Teen-agers, Teen-agers Sports and Recreation, Heterosexual Development of Adolescents, Teen-agers' Social Life, Teen-agers' Attitudes toward Politics, Literature, or Death, Teen-agers and Smoking, Teen-agers and Drinking, Intellectual Accomplishments of Teen-agers, Community Activities for Teen-agers, The Adolescent and His Peers, Teen-agers and Their Parents and His Emancipation (The Teen-ager from His Parents).

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Once students read about and discuss these teen-age problems, they find that they can express themselves well because they have *something to say*. One student stated:

> Since I was a junior in high school, my parents and I argued often. After having read Luella Cole's *Psychology of Adolescence,* I understood why my parents and I differed. Now we get along well. I'm reading more and more about the subject in other books and in magazines and will write "How Teen-Agers Can Get Along with Their Parents."

Another student said:

> My parents never discussed sex with me. They considered it evil and shameful. The sex information I learned came from my friends, but it was misinformation. Since reading the books in this bibliography, I have learned facts concerning sex in adolescence—so many that now I am writing a paper on "Teen-agers' Sex Mores" and will give it to my parents to read.

Students had such an avid interest in this research paper that they:

1. Utilized the many resources of the library—the *Reader's Guide of Periodic Literature,* the card catalogue, the current magazines and newspapers, and books concerning adolescence and adolescent psychology.
2. Learned the techniques of the research paper—the presentation of bibliography, documentation, title page, table of contents, and the use of graphic aids.
3. Acquired rich background for a better understanding of themselves, their parents, and their peers.
4. Discussed in class their youth problems more intelligently because they had relevant, authoritative information.
5. Wrote literate, pertinent papers because they had something to say.

These papers were published in the college's literary magazine because as the editor stated:

> These manuscripts present problems and possible solutions to problems that *all* college students have to face. They are well expressed, well documented, and well researched. The audience of the college magazine will read these published articles as they read "a letter from home."

To enrich the background of the student in the pertinent literature concerning teen-age problems, instructors should discuss the following annotated bibliographies with the students:

AN ANNOTATED BIBLIOGRAPHY OF ADOLESCENT PSYCHOLOGY

Blos, Peter. The Adolescent Personality. A Study of Individual Behavior. New York: Appleton-Century Crofts, Inc., 1941.
By means of the case-history method Blos studies the adolescent and reveals various conditions concerning the development of adolescent personality.

Cole, Luella. Psychology of Adolescence. 5th Edition. New York: Rinehart and Company, 1959.
One of the best texts that discusses the goals of adolescence, it thoroughly treats the development of the adolescent—physical, intellectual, emotional, social, and moral.

Cox, Claire. The Upbeat Generatior.. Englewood Cliffs: Prentice-Hall, 1962.
Miss Cox discusses the many ways in which the youth of America is meeting the challenge of our age. This text is refreshing because of its positive approach to youth and their many accomplishments.

Cruze, Wendell. Adolescent Psychology and Development. New York: Ronald Press, 1953.
Discussing the results of clinical, cross-sectional, and longitudinal studies, this book presents a comprehensive picture of adolescent development, personality, and growth.

Friedenberg, Edgar Z. Coming of Age in America: Growth and Acquiescence. New York: Random House, 1965.
This book should be read by all *teen-agers because it is a well-written, highly intelligent study. The author states that students are pressed into educational blending machines and emerge as a catastrophic mess of adult conformity.*

———. The Vanishing Adolescent. Boston: Beacon Press, 1960.
This book makes clear the basic dynamics of adolescents—their demand for competence and their need for love and shows how some adults are destroying healthy adolescence through the phony togetherness of our high schools and colleges.

Garrison, Karl C. Psychology of Adolescence. Fifth Edition. Englewood Cliffs: Prentice-Hall, 1956.
This text treats the physiological, physical, motor, intellectual, emotional, growth of adolescence; the personality and adjustment in adolescence; and the social forces affecting the adolescent.

Gesell, Arnold et. al. **Youth: The Years from Ten to Sixteen.** New York: Harper and Brothers, 1956.
This text presents maturity profiles and traits and maturity trends and gradients for children from ten to sixteen.

Ginzberg, Eli. **Values and Ideals of American Youth.** New York: Columbia University Press, 1961.
This book deals with three major areas concerning American Youth—development and adaptability, the problem areas such as pornography, delinquency, the automobile, and values in transition.

Green, Gael. **Sex and the College Girl.** New York: Delacorte Press, 1964.
This book is a fascinating account of the changing moral attitudes of present-day college students, told in the lively language of the co-ed.

Hechinger, Grace and Fred. **Teen-Age Tyranny.** New York: William Morrow and Company, 1963.
The Hechingers discuss the American teenage culture and the problems of teen-agers such as smoking, cars, drinking, shopping. They examine the reasons why teen-agers tyrannize the adult world. Parents are afraid to speak out against sex movies, parties, irresponsible advertising.

Hollingworth, Leta S. **The Psychology of the Adolescent.** New York: Appleton-Century-Crofts, Inc., 1928.
Although this text is old, it is a most valuable book on the growth, sex, and maturity problems of adolescents.

Horrocks, John E. **The Psychology of Adolescence: Behavioral Development.** Boston: Houghton Mifflin Company, 1951.
This text applies the facts and principles of adolescence to the problems of guidance and training.

Jersild, Arthur. **The Psychology of Adolescence.** New York: The Macmillan Company, 1957.
An expert in the field of child psychology, Jersild in this text stresses the developmental-psychology approach to adolescence and discusses the physical, mental, emotional, social, vocational, and religious growth of the adolescent.

Kuhlen, Raymond G. **The Psychology of Adolescent Development.** New York: Harper and Brothers, 1952.
Based on published research, Kuhlen's book presents a comprehensive picture of adolescent behavior.

Landis, Paul H. **Adolescence and Youth.** (Second Edition). New York: McGraw-Hill Book Company, 1952.
Emphasizing the sociological and psychological aspects of adolescence, this book presents a comprehensive analysis of the social forces and conditions affecting the adolescent.

Malm, Marguerite and Olin G. Jamison. **Adolescence.** New York: McGraw-Hill Book Company, 1952.
The authors emphasize the adjustments of adolescence—their physiological changes relating to sexual maturation.

McBain, W. N. and R. C. Johnson. **The Science of Ourselves: Adventures in Experimental Psychology.** New York: Harper and Brothers, 1962.
An excellent "first" psychology book, it includes experiments and demonstrations in simple psychology. Students will find excellent chapters on study habits, learning, and understanding personalities.

McCandless, Boyd R. **Children and Adolescents: Behavior and Development.** Holt, Rinehart, and Winston, 1961.
The text stresses the child's school life and the importance of learning, as well as the physical and social development of the adolescent. There is an excellent chapter entitled "Authoritarianism and Prejudice."

Mead, Margaret J. **From the South Seas: Studies of Adolescence and Sex in Primitive Societies.** New York: William Morrow and Company, 1939.
Dr. Mead's one volume edition consists of three anthropological works. Coming of Age in Samoa, Growing Up in New Guinea, *and* Sex on Temperament.

Parkhurst, Helen, **Growing Pains.** New York: Doubleday, 1962.
Miss Parkhurst elicits from teen-agers their thoughts about society, prejudice, delinquency, love, and war. She includes discussions of Negro, American Indian, and Jewish teen-agers and their problems.

Remmers, H. H. and D. H. Radler. **The American Teen-ager.** New York: Bobbs-Merrill Company, 1957.
The authors present the physical, sexual, and social problems of the teen-ager; his views on religion, ethics, and science; the problems that teen-agers face in the home and in the school; delinquency vs. nondelinquency; and the basis of teenage behavior.

Smith, Sally. **Nobody Said It's Easy.** New York: Macmillan Company, 1965.
Although this book is easy to read, it clearly states the scientific explanations of human problems of love, guilt, anger, and living with others.

Splaver, Sarah. **Your Personality and You.** New York: Messner Pub. Co., 1965.
Young adults will find this book more scientific than "popular" reading. It emphasizes the development of individuality, the growth toward maturity, and the understanding of emotions.

Strom, Merle T. (ed.) **Needs of Adolescent Youth.** Danville, Ill.: The Interstate, 1963.
This pamphlet discusses adolescent attitudes and needs recognized by youth themselves; adolescent society, culture, and social class; and individual behavior and its developmental causes.

Wattenberg, William W. **The Adolescent Years.** New York: Harcourt, Brace & World, 1955.
This book gives special consideration to the character and social development of the adolescent and shows the impact that the home, peers, neighborhood, school, and church have on the adolescent.

Wittenberg, Rudolph. **On Call for Youth: How to Understand and Help Young People.** New York: Association Press, 1955.
The author tries to steer adolescents through their stresses of life—the need for belonging, the need for love, the need for self-emancipation.

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AN ANNOTATED BIBLIOGRAPHY OF POPULAR LITERATURE ON ADOLESCENCE

Baker, Dorothy D. **Young Man with a Horn.** New York: Houghton Mifflin Company, 1938.
Miss Baker describes how innate ability can carry a youth from the confines of a poor environment to the heights of success. His interest in books and music helped him to ignore hardships.

Cronin, A. J. **The Green Years.** Boston: Little, Brown & Company, 1944.
A stirring story of Robert Shannon from his eighth year to his eighteenth, it shows how Robert depended upon his grandfather for affection and security.

Curie, Eve. **Madame Curie.** New York: Doubleday, Doran and Company, 1933.
This biography is an accurate record of the scientist's childhood and the conditions and problems which made her shy, nervous, and mature for her age but which could not squelch her genius.

Farrell, James T. **Father and Son.** New York: Vanguard Press, Inc., 1940.
A lengthy, impressive story of the development of Danny O'Neill from adolescence up to the age of nineteen, it reveals the author's understanding of human nature.

———. **No Star is Lost.** New York: Vanguard Press, Inc., 1938.
Like Studs Lonigan, by the same author, this book portrays a boy's struggles with and defeat by his environment. It presents the lack of adjustment of the school to the needs of the community.

———. **Studs Lonigan.** New York: Vanguard Press, Inc., 1932.
This story presents a sociological study of the influences of a vigorous but often unfortunate environment upon Studs Lonigan, a son of middle-class Chicago.

Llewellyn, Richard. **How Green Was My Valley.** New York: The Macmillan Co., 1941.
Made into a prize-winning motion picture, this dramatic story presents the struggles of a boy against the odds of poverty and class distinction in a mining area. His difficulties, privations, and thwartings are presented in an intelligent manner.

Maugham, Somerset W. **Of Human Bondage.** New York: Modern Library, 1940.
Philip Cary is placed under the guardianship of his disciplinary uncle. Lack of understanding at home and humiliation caused by the ridicule of his club foot by his schoolmates and teachers makes him supersensitive and unhappy.

Rawlings, Marjorie Kinnan. **The Yearling.** New York: E. P. Dutton & Co. Inc., 1938.
Jody's lonely environment leads him instinctively to find companionship in nature. His father helps him to develop a strong character.

Ricks, Peirson. **Hunter's Horn.** New York: Charles Scribner's Sons, 1947.
Life and values in post-bellum North Carolina are presented in this novel. Uncle Benjamin's grand-nephew falls in love with a girl from a poorer class status, which presents problems for all concerned.

Salinger, J. D. **The Catcher in the Rye.** Boston: Little, Brown & Co., 1951.
The recollections of a boy kicked out of school are vividly portrayed. An account of three days spent in New York City is presented in a colorful manner. An urban Huck Finn, Holden Caulfield spends three colorful days in New York City after he is kicked out of prep school.

Smith, Betty. **A Tree Grows in Brooklyn.** New York: Harper and Brothers, 1943.
A picturesque presentation of the childhood and youth of Francie Nolan, her family, and her friends. Beauty and wholesomeness intermingle with plain realism in the problems faced by Francie as she strives to find for herself a place of belongingness in society.

Soring, Howard. **My Son, My Son!** New York: Viking Press, Inc., 1938.
Parental attempts to shape the lives of two boys result in tragedy. One-sided personalities fail to fit the sons for adult life. Lack of understanding by the parents seems to have an effect upon the characters of all the children.

West, Jessamyn. **Cress Delahanty,** drawings by Joe Krush. New York: Harcourt, Brace and World, 1953.
This story depicts the problems of an adoles-

cent girl, growing up on a California ranch, from her twelfth to her sixteenth year. The Book portrays Cress with her adolescent problems and the anguish of her parents.

Wolfe, Thomas. **Look Homeward Angel.** New York: Modern Library, 1934.
The theme of this story of the childhood and early youth of Eugene Gant is the development of the artist into a person, the making of the lonely and solitary genius, a voyager in quest of self-realization.

Waldhorn, Arthur and Hilda. (eds.) **The Rite of Becoming: Stories and Studies of Adolescence.** New York: American Book, 1966.
The central theme of the short stories in this anthology is the attainment of self-identity during the transition from adolescence to maturity. After each story the editors present its psychological significance.

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"The best teacher I've had in three years here was a teaching fellow," says another Michigan undergraduate. "He got me so fired up about sociology that it has taken four full professors to unfire me."

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